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Goals and Content of Teaching Listening in High School

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ABSTRACT

The article deals with goals and content of teaching listening in high schools. In a modern foreign language program, the main goal of teaching listening comprehension is to develop students' ability to understand by ear: foreign language speech built on program material with the assumption of a certain amount of unfamiliar vocabulary in the context of direct communication in various communication situations; educational and authentic audio texts with varying degrees and depth of penetration into their content within the framework of program requirements (basic information (global understanding); necessary information (selective understanding); complete information (detailed understanding).

KEYWORDS: *learning objectives, listening, authentic audio texts, content of teaching, language and speech material, teaching listening, mental potential.*

In global listening, the listener is, as a rule, only interested in the general content of the information, its main topic. In texts that report certain events, the listener is interested in finding out what happened, where, when, and who was involved in the event. In this case, attention is paid only to what is understood. Global listening is only a general, primary orientation in an audio text. Sometimes global listening is not enough, since the listener may be interested in some details, details, for example, names, quantitative data. In this case, detailed (studying) listening is used. However, to understand the details, you must first understand the general content of the text.

Thus, detailed and global listening occur simultaneously, making detailed comprehension difficult. For learning purposes, it is necessary to separate these processes from each other: during the first listening, global understanding should be achieved, and during the second, detailed understanding. This type of listening is convenient in dialogue, discussion, and lecture.

In global listening, the listener is, as a rule, only interested in the general content of the information, its main topic. Listening to the weather forecast, we will be interested not in the weather forecast in general, but for a specific region. This type of listening is called selective.

Students must master all types of listening: within the framework of the basic course, achieve elementary communicative competence (survival level), by the end of the super basic course - the threshold level.

The content of listening training includes a linguistic (including linguocultural and sociocultural) component, i.e. language and speech material, regional studies, linguocultural and sociocultural knowledge; psychological component, which represents psychophysiological mechanisms and actions for their use in the listening process, communication skills and abilities; the methodological component is a complex of educational and compensating (adaptive) skills, which, together with speech skills, constitute a strategy for understanding an audio text

The psychological component of the content of listening training is, first of all, actions that ensure the functioning of listening mechanisms, as well as actions with specific language and speech material, which, thanks to exercises, turns into skills and abilities. The following six skills are distinguished as the main listening skills: to separate the main from the secondary; determine the subject of the message; divide the text into meaningful pieces; establish logical connections; highlight the main idea; perceive messages at a certain pace, a certain duration, to the end without skipping.

General educational and compensatory skills that make up the methodological component of the content of listening training include the ability to take notes during listening, use supports, avoid difficulties, use information that precedes listening (pictures, plan, keywords), as well as relying on one's life experience , knowledge of the subject of the message. All these skills are complex. They are based on the synchronous operation of many mechanisms and on the structure of listening as a type of speech activity.

Listening includes the following auditing skills, the integration of which ensures mastery of this type of speech activity: auditory-pronunciation skills, that is, the ability of error-free, fast, stable simultaneous perception and recognition of the phonetic code brought to automatism; receptive lexical and grammatical skills.

There are communicative and educational listening. In progress, educational listening involves the formation of speech hearing and skills in recognizing lexical and grammatical material and the skills of understanding and evaluating what has been heard. Communicative listening is the goal of learning and is a complex speech skill to understand speech by ear during its one-time reproduction.

An important condition for the formation of listening comprehension is motivation. If the listener feels the need to listen, this leads to maximum mobilization of his mental potential: speech hearing and even the sensitivity of the sensory organs become more acute, attention becomes more focused, and the intensity of thought processes increases.

To create motivation for learning a foreign language and, in particular, the need for listening as learning new things about language and the world, as active participation in communication, the correct choice of audio texts is important. Texts that are too difficult can disappoint students and deprive them of their faith in success. Audio texts that are too light are also undesirable. The absence of a

moment of overcoming difficulties makes the work uninteresting and unattractive, and it cannot be a developing factor in the process of learning a foreign language. The correct choice of the topic of the audio text is important from the point of view of the interests of schoolchildren of a particular age group.

Depending on specific educational tasks and based on the completeness of understanding of information, two types of listening are distinguished: listening with full understanding and listening with understanding of the main content of the text. 1) Texts for listening with full understanding do not include unfamiliar vocabulary and expressions that could interfere with comprehension. Students should easily understand individual new words, if they appear in the text. These include internationalisms, words consisting of known elements, or words whose meaning is easily deduced from the context. 2) When listening to a text with an understanding of the main content, the student should strive to understand the text as a whole, even if it contains a certain percentage of unfamiliar words and expressions.

Unfamiliar elements should not be key in the text, so that the listener can perceive the main information without fixating his attention on the details. To successfully master both types of listening, the student must be able to use questioning formulas that involve clarification or clarification of information given aurally.

At the younger stage, the focus is on developing the ability to fully understand text based on familiar material. At this stage, the psychological mechanism of semantic perception by ear and the ability to achieve understanding through verbal means are formed. At the middle stage, both types of listening are practiced - listening with full understanding and listening to the main content. The main task of teaching listening at the senior stage is to improve previously developed skills and, if necessary, correct them. Listening at this stage should be successfully carried out with a single presentation of an audio message.

The correct tempo of speech messages determines not only the speed and accuracy of their understanding, but also the efficiency of memorization.

There is a maximum speed of presentation of speech messages, exceeding or underestimating which leads to a sharp drop in activity and a noticeable decrease in the level of understanding, fatigue, and a decrease in emotional tone. When teaching, it is advisable to proceed from the natural rate of speech, which will be different for different languages.

The British and Americans, who speak the same language, use it at different rates. The British pronounce 220 syllables per minute, while Americans pronounce only 150–170. Thus, from the very beginning of learning to listen in a foreign language, the speech rate should be normal. In a poorly prepared class, you can give information in portions, increasing the duration of pauses between syntagmas, sentences, and paragraphs to comprehend the content.

You can increase the time to remove difficulties before perceiving the text. The duration of the message should not exceed 1.5 - 3 minutes, since according to psychologists, fatigue during listening occurs much earlier than during visual perception.

The understanding of a text is influenced by its semantic organization. The story should be structured in such a way that the main idea is easily highlighted, and the details are adjacent to it. Moreover, if the main idea is expressed at the beginning of the message, it is understood 100%, at the end of the message - 70%, in the middle - 40%.

At all stages, the teacher's speech should be an example for communication in a foreign language. The student must be convinced of his ability to understand foreign language speech at each lesson. This develops his desire to communicate in the language and serves as an important incentive for increasing motivation to study a foreign language.

To increase the effectiveness of teaching listening when using TSO, as well as the teacher's direct speech, you can widely use supports and landmarks, attract students to independently listen to phonological materials at home and in the language laboratory. The methodology distinguishes between visual (pictorial) and verbal supports when teaching listening. Visual supports include maps, pictures, photographs, diagrams, site plans and other graphic materials. When selecting a text for listening, its linguistic features, content characteristics and compositional features are taken into account. When assessing the mental characteristics of a student, first, his speech hearing, attention and memory, ability to make speech guesses and probabilistic forecasting, and the level of development of inner speech are taken into account. In the domestic methodology, there are four main listening mechanisms: speech hearing, memory, probabilistic forecasting, and articulation mechanism. Speech hearing is one of the most important among them and is one of the main conditions for successful learning of foreign languages. It ensures the perception of oral speech, dividing it into semantic syntagms, phrases, words. Thanks to this mechanism, recognition of familiar images in the stream of speech occurs. The most intensive development of speech hearing occurs before the age of 8 years. At an older age, speech hearing continues to improve, but a sharp jump in development is no longer observed. Individual differences in speech hearing of children of this age and some advantage of girls over boys were noted.

But good speech hearing is not enough to understand spoken language. The recognized unit must be kept in mind, compared with the standard value, and remembered for further operations with it. Therefore, memory is the next important mechanism of listening. In psychology, there are two main types of memory: long-term and short-term. The latter holds what was perceived for 10 seconds.

During this time, there is a selection of what is essential for a person at the moment. Working memory is short-term memory, which is capable of retaining information for much longer than 10 seconds retain. RAM works most efficiently when there is a memory setting. Knowledge of a certain context can significantly facilitate the process of listening to speech, and the presence of a speech task can ensure better memorization of information.

Probabilistic forecasting is the generation of hypotheses, anticipation of the course of events. Context, compensatory skills that allow you to understand speech in conditions of interference, misunderstandings, lack of attention - all this is closely related to the mechanism of probabilistic forecasting. The methodology distinguishes between structural and semantic forecasting. Words do not exist in memory in isolation, but are included in a complex system of lexical-

semantic relations. These relationships determine the nature of forecasting. Semantic forecasting is determined by knowledge of the context and possible situations, which in turn involve the use of certain structures, clichés, and speech formulas. Linguistic prediction is determined by the fact that each word has a certain spectrum of compatibility. The appearance of each new word significantly limits the possibility of using other words. The larger the volume of the semantic field, the stronger the lexical and grammatical skills, the better a person knows typical speech situations and masters speech patterns, the easier it is for him to recognize them by ear. Listening and speaking, reading and writing, vocabulary and grammar are inseparable in real communication, especially in the classroom. Linguistic prediction is supported by semantic prediction and vice versa.

The essence of the articulation mechanism is that, as psychologists note, during listening, internal pronunciation of speech occurs, i.e. articulation. The clearer the pronunciation, the higher the level of listening.

For successful learning to listen, the correct solution to the question of the advisability of multiple presentations of the same audio text is of no small importance. Presenting an audio text twice or three times in class is advisable when setting up a subsequent retelling or discussion of the text. Repeated listening should be preceded by the formulation of a new practical task that mobilizes students for a deeper understanding.

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